

Where the **SUN** rises...



Teacher's booklet

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Curriculum Support Directorate
Private Bag 3
RYDE NSW 2112

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Introduction

Where the sun rises... is a unit of work about Japan and is designed for use by Stage 1 teachers. *Images* complements the unit and supports teachers with appropriate images and information.

The unit is based on outcomes of the K-6 Syllabus in Human Society and Its Environment.

Some of the indicators may be found in the syllabus. Teachers are encouraged to create indicators that illustrate the outcomes and to look for other indicators in the work of their students.

The unit consists of ten topics, each organised as follows:

- Teacher's notes and background information
- Teaching program
- Student worksheets
- Student work samples.

The section "You will need" has been included as a guide to the resources required by the teacher. All worksheets and overhead transparency masters are provided.

Teacher's notes and background information in the unit give the teacher a basic understanding of the content and address the issue of stereotyping. The notes are not exhaustive, but are a good starting point and a quick reference.

Using computer technology, teachers and students have access to the most up-to-date information about Japan. A selection of sites has been included in the resources section. Also listed are a number of books which could be used to extend students' knowledge and understanding of the culture of Japan.

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Project coordination: Robyn Fugaccia, Access Asia Program, NSW

Authors:

Jackie Slaviero (Eastwood Public School)

Julie O’Keeffe (Blackheath Public School)

Graphic design: BIAGDESIGN, Ryde, NSW

Publication development: Neville Keeley, Curriculum Support Directorate

Editing: Peter Rennie, Curriculum Support Directorate

Desktop publishing: Dianne McKinnon, Curriculum Support Directorate

Images and information:

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Phil Jones (Duval High School)

Consultation:

Finbar O’Doherty (Lynwood Park Public School)

Sally Shimada, Japanese consultant, Curriculum Support Directorate

Student work samples:

Blackheath Public School

Eastwood Public School

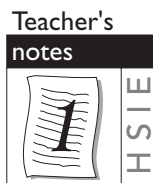
Contents

	Page
You will need	6
Unit topics	
1. Greetings, gestures and images	7
2. Mapping	13
3. National symbols	18
4. Traditional costumes	22
5. Festivals	27
6. Food	32
7. Mount Fuji	38
8. Transport	42
9. School in Japan	46
10. Similar and different	52
Resources	54
References for teachers	55

You will need:

Topic 1: Greetings, gestures and images <ul style="list-style-type: none"> Japanese greetings and gestures on word cards (page 8) OHT 1 (page 9) Images of Japan (see <i>Images</i>) Chart paper and pens Student worksheet 1 (page 11) 	Topic 2: Mapping <ul style="list-style-type: none"> OHT 2 (page 14) Globe Class set of atlases, scissors, glue Student worksheet 2 (page 16) World map
Topic 3: National symbols <ul style="list-style-type: none"> Symbol cards Chart of world flags A4 paper, glue, red circles, drinking straws Australian and Japanese flags 	Topic 4: Traditional costumes <ul style="list-style-type: none"> Examples of Australian animal symbols Examples of animal symbols in Japan OHT 4 (page 23) Student worksheet 4 (page 25)
Topic 5: Festivals <ul style="list-style-type: none"> Word cards for symbols Examples of kites, including a carp kite Student worksheet 5 (page 30) Glue, thick black textas, string, scissors, Brenex paper, stapler, A3 paper, sticky tape, long pole. 	Topic 6: Food <ul style="list-style-type: none"> Pictures and word cards of rice production Samples of rice in bowls and packages Boiled rice, chopsticks Poster of food groups Pictures of Japanese foods (see <i>Images</i> pages 10 and 11) Student work sheet 6a or student worksheet 6b (page 35 or 36) Stove, pot, water, rice, colander, plastic spoons, patty papers, PVC glue
Topic 7: Mount Fuji <ul style="list-style-type: none"> Coloured paper cone nets, glue, paper trees, cotton wool, coloured paper squares Images of Mount Fuji and Mount Kosciuszko Map of Japan Map of Australia Tape measure OHT 7 (see page 39) 	Topic 8: Transport <ul style="list-style-type: none"> Train, bus and ferry timetables Map of Japan (see <i>Images</i> page 2) A4 paper, pencils, rulers
Topic 9: School in Japan <ul style="list-style-type: none"> OHT 9 (page 49) Class timetable Student worksheet 9 (page 51) Enlarged copy of worksheet or OHT Chart paper, A4 paper and pens 	Topic 10: Similar and different <ul style="list-style-type: none"> Lists created from gestures and greetings session (topic 1) All available resources on Japan Student worksheet 10 (page 53) Chart paper and pens

*Copies of the images in the book supplied with this unit are required for most teaching and learning activities.



Topic 1: Greetings, gestures and images

Teacher's notes and background information

Greetings in Japan correspond with English greetings.

Gestures in Japan can be quite different from those in other cultures.

1. Bowing: used when meeting others, saying goodbye or thanking others. The feet are brought together and the bow is from the waist. The degree of bow is related to the degree of respect for the other person, from a nod of the head to a full bow (see pictures). A bow of between 10 and 20 degrees is most common.
2. Come here: a waving motion with an extended arm and the hand flaps up and down at the wrist.
3. No: a cross (batsu) made by both arms or two index fingers means no and incorrect.
4. Me: Japanese point to their nose with their index finger.
5. OK: a circle (maru) means correct, OK or well done
6. Hurray: raising both arms and shouting “banzai” means hurray or literally “May you live forever!”

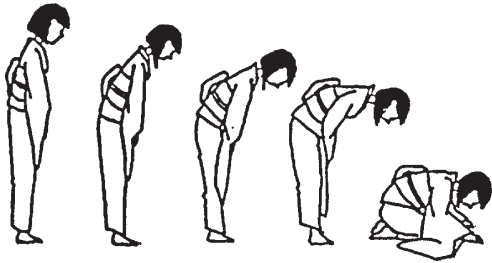
Note: Shaking hands is not a tradition in Japan but is used in special circumstances, such as when greeting a politician or prominent person or when being introduced to a foreigner. Generally a bow is the preferred greeting when being introduced in Japan.

Images of Japan

Images of Japan include the stereotypical Mt Fuji, sumo wrestler, cherry blossom, rice field and geisha. These are indeed typically Japanese. However, it is important for students to realise that Japan has a variety of seasons and urban and country life. Ethnic groups include a Korean and Chinese population, Middle Eastern guest workers from other countries, as well as the indigenous Ainu people with their own language and cultural identity. Pictures and images of Japan that include these scenes and cultural groups should be included to break down stereotypical myths.

Greetings and gestures

Photocopy and enlarge pictures onto paper or card.



bowing



hurray



come here



me



no



OK



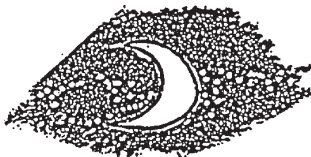
o hayō gozaimasu



o yasumi nasai



ja ne sayōnara



konban wa



konnichi wa



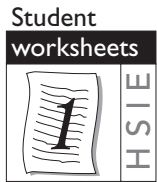
Greetings

The following table may be enlarged and copied onto an OHT or made into word cards.

Meaning	Japanese
Good morning	o hayō gozaimasu
Good evening	konban wa
Good night	o yasumi nasai
Hello	konnichi wa
Good bye	sayōnara (formal) ja ne (informal)
See you tomorrow	mata ashita

Greetings, gestures and images

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Pose the question : “What is a greeting?” Brainstorm and create a list of the words we use when we greet each other (<i>hi, hello, good morning</i>). Ask the children if they know greetings in other languages. Discussion points: <i>How do we learn these greetings?</i> <i>Why are there so many greetings?</i> <i>Do all families use the same greetings?</i> <i>What do greetings tell us about the community?</i> Introduce Japanese greetings on word cards with pictures. Practise saying the words (see teacher’s notes and OHT 1). Role-play greetings in Japanese. • Role-play some people meeting. Discussion points: <i>What words did they use to greet each other ?</i> <i>Did they do anything else (e.g. shake hands, hug, kiss)?</i> <i>What do we call these actions? (gestures)</i> <i>Can we think of some gestures used by people in the community?</i> Explain that gestures are different in different cultures. Show pictures of gestures in Japan (bowing, stop, come here). Class match pictures of Japanese greetings and gestures with words. Display. Role-play gestures or play a game similar to “Climb the mast”. On a verbal cue children make the gesture. The last or slow students are eliminated. • Display images of Japan, including traditional, contemporary, non-stereotypical images, together with non-Japanese scenes. Discuss and categorise items that would be found in Japan. Invite other suggestions and list, using pictures or words. Brainstorm “What we would like to know about Japan” and list on chart. Display for the duration of the unit. Distribute student worksheet 1 (page 11). Students complete the activity as a class, group or individuals. (This will be required at the end of the unit.) <p>Extension activities: Use computer technology to search out images of Japan. Draw, paint or make a Japanese image, e.g. torii gate, Mt Fuji, sumo, carp.</p>	<p>CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <ul style="list-style-type: none"> • <i>gives information about own family background, including the language/s spoken at home, traditions, practices and customs</i> • <i>identifies greetings and gestures used in own community and other communities</i> • <i>identifies languages spoken in the school and other communities</i> • <i>participates in activities that involve using different languages, gestures and greetings</i> • <i>demonstrates an understanding of the gestures and greetings used in Japan.</i> <p>CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • <i>communicates an understanding of how families express their cultures through customs, practices, and traditions</i> • <i>communicates an understanding of how people in another country express their culture by mentioning some customs, practices and traditions.</i>



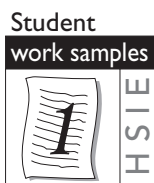
Japan

Name: _____

What we know about Japan

What we would like to know about Japan

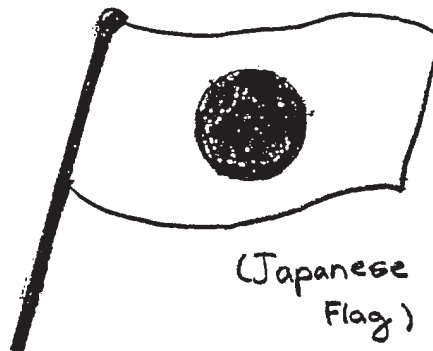
Where the sun rises...



Japan

What we know about Japan

- There are four main islands.
- There are over one thousand islands.
- The Japanese flag is red and white.
- Tokyo is one of the most densely populated cities in the world.



What we would like to know about Japan

- How to play kendo.
- More about Japanese food.
- Want to see a low table.
- The climate of Japan.
- The inside of a bullet train.
- When it snows in Japan.
- How to speak Japanese.



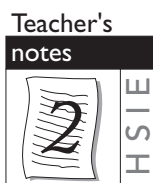
CUS1.4

Describes the cultural, linguistic and religious practices of their family, their community and other communities.

- communicates an understanding of how people in another country express their culture by mentioning some customs, practices and traditions

Sp

Where the sun rises...



Topic 2: Mapping

Teacher's notes and background information

Japan comprises some 3 900 islands clustered around the four major islands. The total land area is 377 000 square kilometres. About 75 % of Japan is hilly or mountainous.

Approximately 67 % of Japan is covered with forest, 13 % of the land area is cultivated and 1.6 % is grazing land.

High rainfall in the region benefits hydro-electricity, agriculture and industry.

Volcanoes, earthquakes, typhoons and high rainfall are natural events over which the Japanese have no control. Of the 200 volcanoes in Japan, records for 67 active volcanoes have been made.

Hokkaido	78 413 square kilometres
Honshu	231 126 square kilometres
Shikoku	18 780 square kilometres
Kyushu	42 142 square kilometres.

Images of Japan

Indicate on the atlas that Tokyo is the capital city of Japan but that there are many, many cities. Kyoto was the capital until 1868. Tokyo (meaning “eastern capital”) was named Edo up until this time.

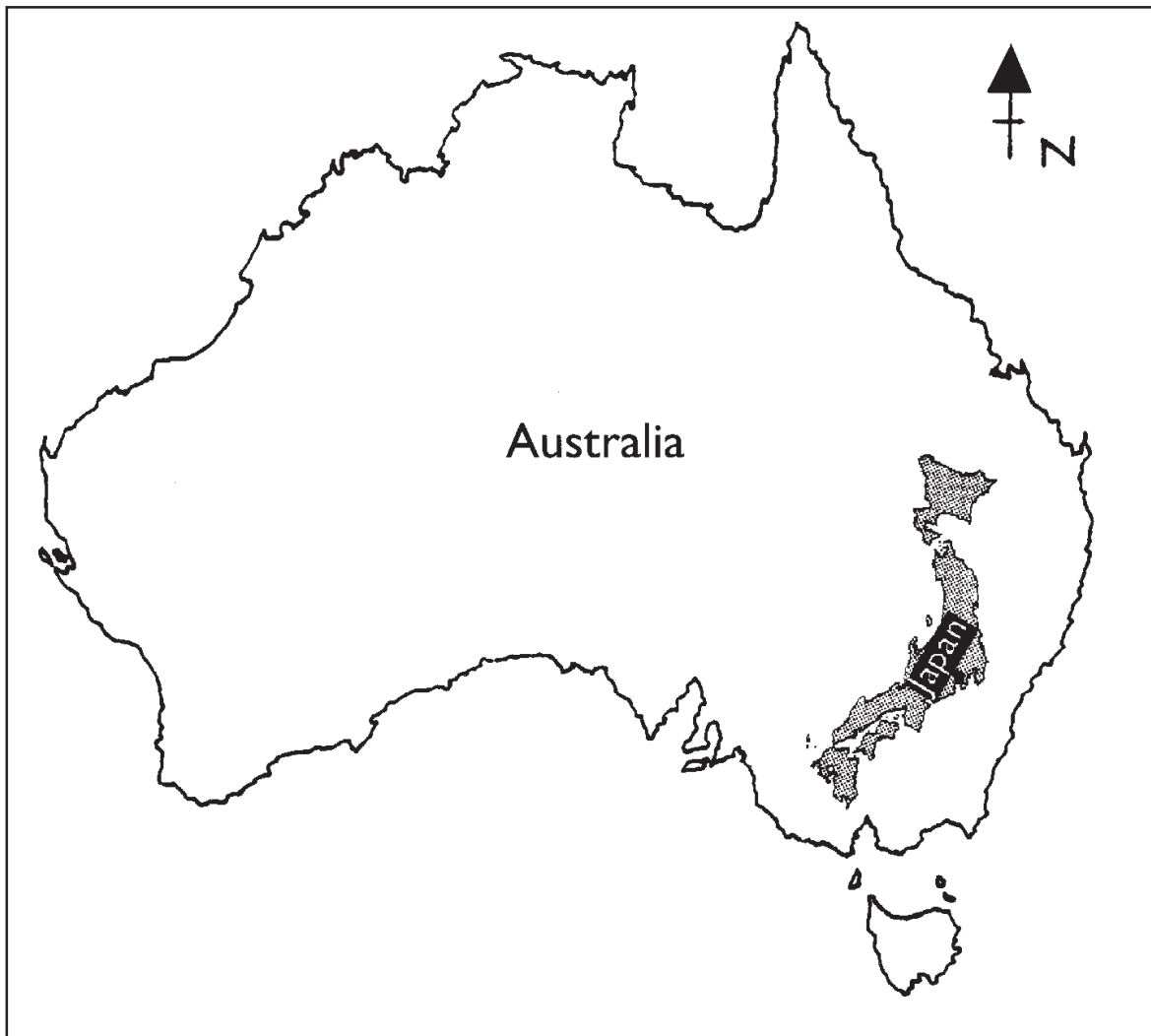
Population statistics are available through computer technology.

Avoid cultural stereotyping by showing a variety of scenes and landscapes in a range of seasons. A Japanese myth explains earthquakes as a carp that lives under Japan and sometimes moves and flicks its tail.

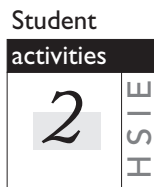


Size difference between Japan and Australia

Australia is approximately 21 times bigger than Japan. Use the map to compare the sizes of the countries. Use labels from student worksheet 2 to create word cards.

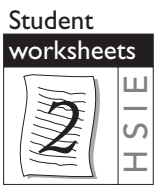


Where the sun rises...



Mapping

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Demonstrate the concept of an island. Show the globe. Explain that the globe is a representation of the Earth. Indicate land, water and the north and south poles. Find countries which the students know, come from or have been to on holidays. Locate Japan and Australia on the globe. • Display the world map, relating the globe as a three-dimensional view of the map. Locate Japan on the world map, comparing its location on the globe. Refer to its position in relation to Australia (north). Discuss why Australia would be called “the land down under”. Show OHT 2 (page 14). Discuss similarities and differences, e.g. both are islands, Japan is smaller. Group 21 students together and one student on his or her own, to help explain the difference in size. Remind the students that Australia is 21 times bigger than Japan. Students write a statement comparing the two countries, e.g. “Japan and Australia are both made up of islands.” • Introduce the atlas; discuss its purpose. Refer to <i>Images</i>, page 2 to identify geographical features of Japan if atlases are inappropriate. Acquaint students with compass points, map key and title. Using the map of Japan, indicate land and water. Prompt students’ observations of the map to locate and identify the names of various geographical features, such as islands, cities, mountains. As students identify features, display word cards and say names. With teacher guidance, students complete student worksheet 2 (page 16). Display. <p>Extension activities:</p> <ul style="list-style-type: none"> • Create a collage of a map of Japan with pictures of various geographical features pinpointed. Use computer technology to explore an electronic atlas. 	<p>ENS1.5</p> <p>Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</p> <ul style="list-style-type: none"> • <i>recognises the globe as a representation of the Earth, differentiating between land and water</i> • <i>identifies the features of an island</i> • <i>uses maps, globes and atlases to locate and investigate a country in the Asia-Pacific region</i> • <i>uses geographical terms to describe location and features</i> <i>e.g. north, mountain, city, island</i> • <i>uses terms for geographical tools,</i> <i>e.g. maps, globes, atlases</i> • <i>constructs pictorial maps and uses these maps to locate real features</i> • <i>identifies similarities and differences between natural features of Australia and another country.</i>



Japan

Name:

Colour the land green.
Colour the water blue.
Label the map.



Where the sun rises...

Shikoku	Kyushu
Mount Fuji	Honshu
Sea of Japan	Pacific Ocean
Tokyo	Hokkaido

Write a statement about Japan and Australia.



Japan



ENS1.5

Compares and contrasts natural and built features in their local area and ways in which people interact with these features.

- constructs pictorial maps and uses these maps to locate real features
- uses geographical terms to describe location and features, e.g. north, mountain, city, island
- writes a statement about Japan

Write a statement about Japan.

Japan is made up of
more than one
thousand islands.

Where the sun rises...



Topic 3: National symbols

Teacher's notes and background information

Flags

The Japanese flag was adopted in 1870.

The flag is called “hinomaru”.

The red circle on the flag represents the sun.

The sun has been a symbol of Japan and the Emperor since the 14th century.

Japan is known as Nihon, which means “land of the rising sun”. In 1872, the flag was officially used in a national ceremony to mark the opening of Japan's first railway.

The flag is used at official ceremonies.

The older version of the Japanese flag had rays of sunlight adorning it. This older version is not used nowadays because of its association with war.

The Australian flag consists of the Union Jack (to show our British heritage) and the Southern Cross. The star pattern identifies Australia's location on the globe.

The seven points of the largest star represent the six state governments and the Federal government.

The Australian flag was adopted in 1901.

Australian National Flag Day is celebrated on the 3rd September every year.

Cherry blossom (Sakura)

The national floral emblem of Japan is the cherry blossom. It is delicate and pink. The trees bloom in spring. Because the blossoms flower for only a short time, they are a symbol of the transience of beauty and human life.

The Cherry Blossom Festival (or Flower Viewing Festival) is from March to mid-April. To celebrate the coming of spring, family and friends picnic under the pink blossoms, dancing, eating, drinking and playing music. It is not unusual to see karaoke music performed.

Japanese officials often offer cherry blossom trees to the countries of the world as symbols of peace.

Many everyday items and pieces of art are decorated with the blooms of the cherry blossom.

Wattle

The national flower of Australia is the golden wattle. It was proclaimed as the official national floral emblem in August 1988.

Wattle Day is the first day of September in Australia. This provides an opportunity for all Australians to celebrate their floral heritage.

Wattle trees are from the acacia family. There are 600 varieties of wattle trees in Australia.

Early Australian settlers used twigs from the wattle tree to make a building material called “wattle and daub”. Twigs of wattle were plastered with mud or clay to build houses.

Student

activities

3

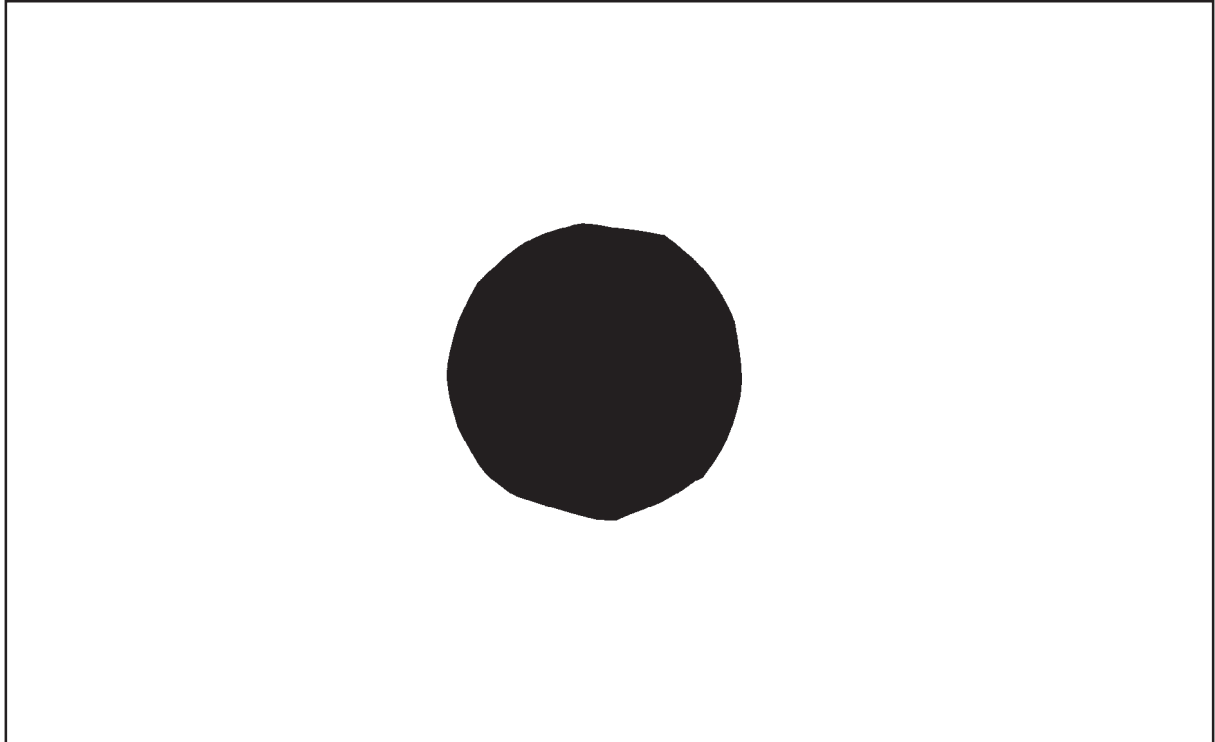
HSIE

National symbols

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> Introduce the concept of a symbol by displaying a selection of cards that depict various symbols that are well known to students. These could include advertising logos, school emblems, computer symbols. Invite students to suggest more examples of symbols. <p>Look at pictures of cherry blossom and wattle (<i>Images</i>, page 4).</p> <p>Discuss observations.</p> <p>Explain that flowers are one type of symbol used to represent a country or culture.</p> <p>Ask if students know any other symbols.</p> <p>Show chart of world flags.</p> <p>Tell students that flags can also represent a culture.</p> <p>Discuss flags from countries known by students.</p> <ul style="list-style-type: none"> Display the Australian flag and the Japanese flag. (<i>Images</i>, page 4). <p>Possible discussion points:</p> <p><i>Describe the flags.</i></p> <p><i>What is similar and different?</i></p> <p><i>Why do we have flags?</i></p> <p><i>Are they important? Why?</i></p> <p><i>When do we see flags?</i></p> <p><i>What do people do with flags?</i></p> <p>Teacher demonstrates construction of Japanese flag.</p> <p>Students construct the Japanese flag using white A4 paper, glue, a red circle and a drinking straw for a pole.</p> <p>Display with comments on Japanese flag.</p> <p>Extension activities:</p> <ul style="list-style-type: none"> Design and make a new Australian or Japanese flag. Research the words for the Japanese national anthem. Listen to a recording of the anthem. Research Wattle Day and the Cherry Blossom Festival. Have a picnic under the trees to celebrate. 	<p>CUS1.3</p> <p>Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <ul style="list-style-type: none"> <i>locates and identifies common symbols found in the community</i> <i>recognises the importance of flags and other symbols to cultural identity</i> <i>participates in activities that involve the communication of cultural symbols, e.g. artworks</i> <i>compares the symbols of cultures in our community</i> <i>constructs a flag using symbols that reflect Japanese customs and traditions</i> <i>communicates an understanding of how people express their cultures with the use of flags and symbols</i> <i>identifies events in own community where flags are displayed for a particular purpose</i> <i>describes why flags are important to cultural identity.</i>



National symbols



The Japanese flag is a red circle on a white rectangle. The red circle means the rising of the sun. Joshua

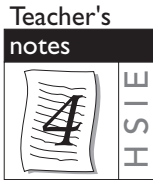
Sp

CUS 1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

- *participates in activities that involve communication of cultural symbols, e.g. artworks*

Where the sun rises...



Topic 4: Traditional costumes

Teacher's notes and background information

Many of the symbols adorning traditional costumes stem from nature. Nature worship is part of the Shinto religion.

Shinto has no special doctrine and it originated amongst early Japanese. It teaches people to respect their ancestors and nature. There are gods called “kami” living in everything that is part of nature (e.g. trees, rocks and water). Nature is to be respected.

People who practise Shintoism pray at shrines (jinja). The shrines are usually built in beautiful places so that people can admire nature whilst they are there. Torii gates are built at the entrance to the shrine. Shintoism is the basis of many of the traditions and rituals observed today.

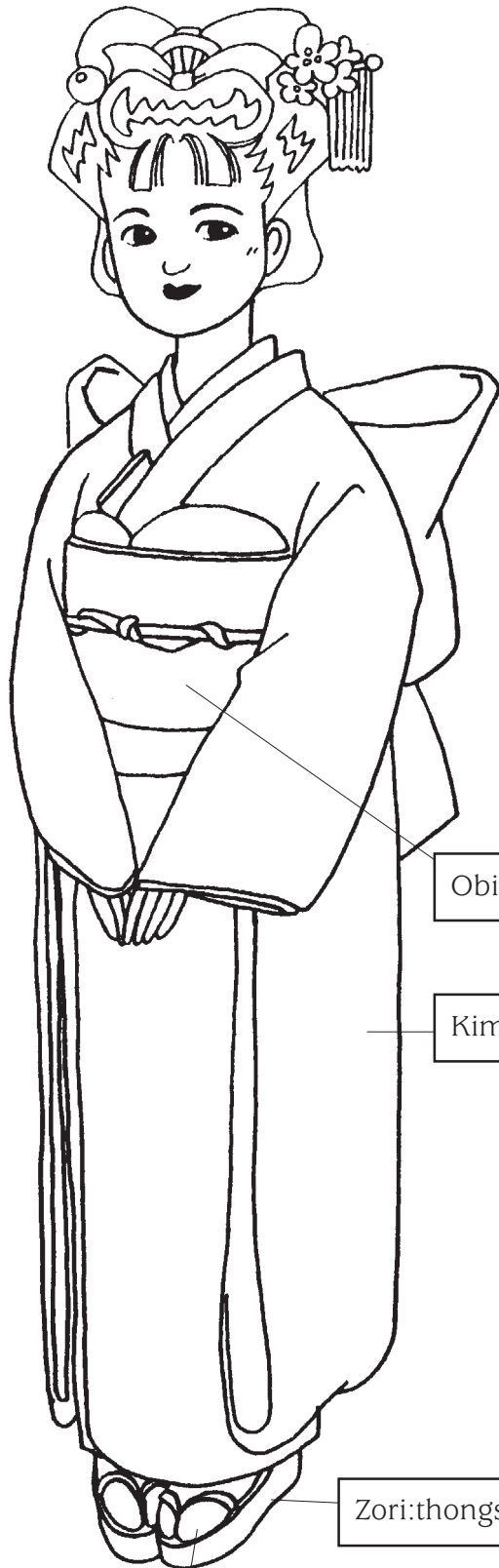
Kimono

Traditional clothing is worn on special occasions, such as weddings and coming-of-age.

Different kimonos are worn at different times. Some are for formal occasions and others for relaxing at home. The light cotton kimono is called a yukata. Kimonos are also worn for festivals. Sometimes the designs on the clothing depict flora and fauna that have strong spiritual ties, e.g. crane, iris.

Most of the time, Japanese people wear Western-style clothing. Show pictures of traditional, as well as everyday clothing.

Traditional costumes



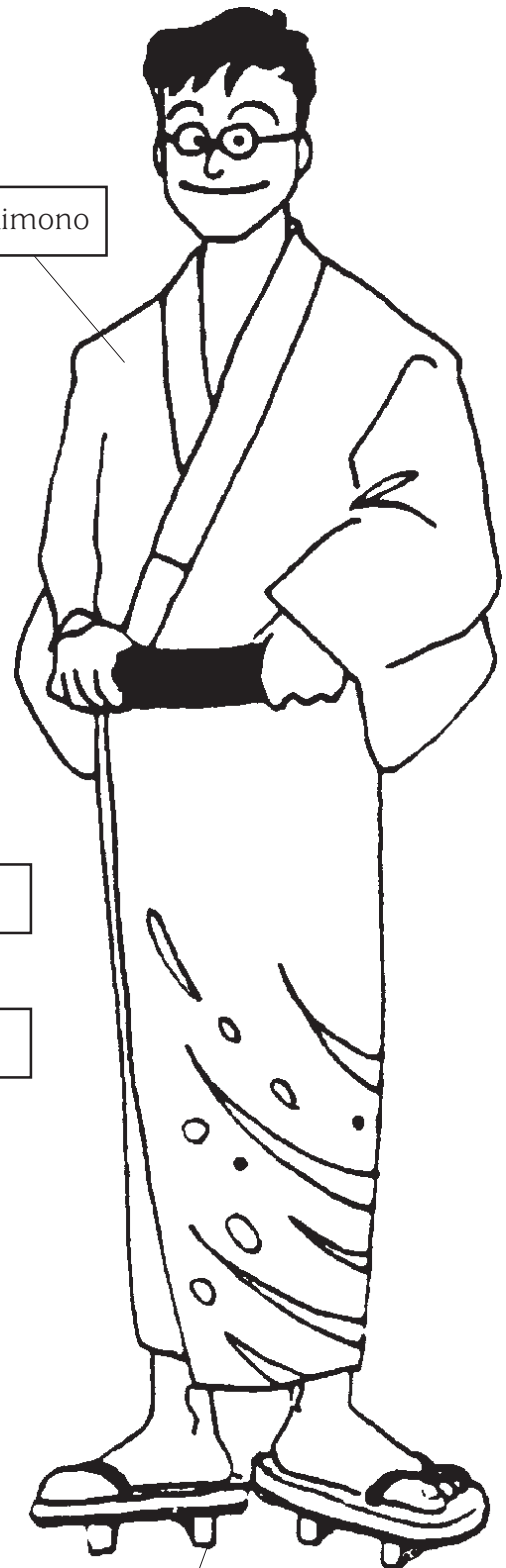
Yukata:light, cotton kimono

Obi:waistband

Kimono

Zori:thongs

Tabi:socks with a split toe



Geta:wooden clogs

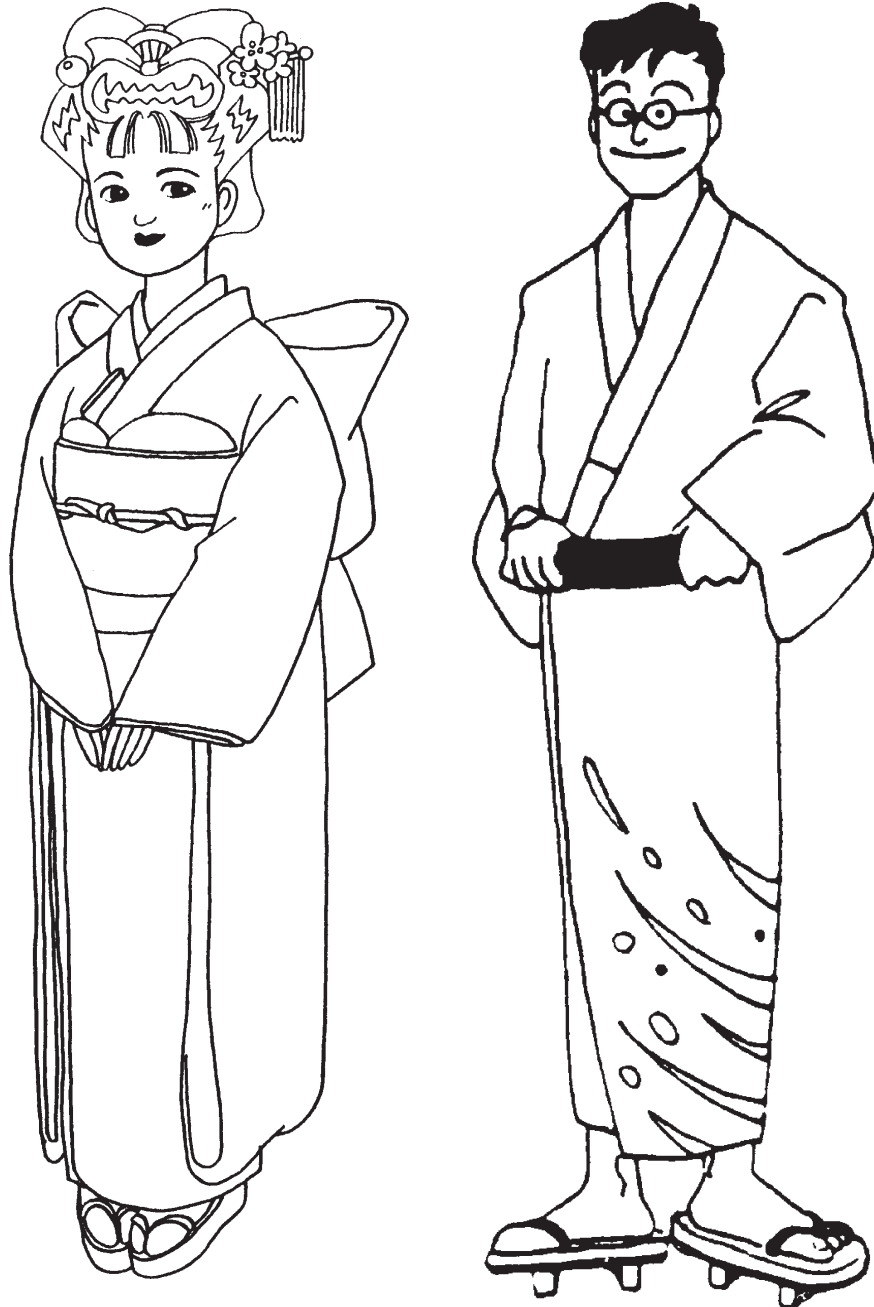
Traditional costumes

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> Brainstorm a list of animals that are symbols of Australia. Discussion points: <i>Are the animals found in other countries?</i> <i>Where have you seen the animals?</i> <i>Australian animals can be used as symbols. Where have they been used like this? (Stamps, boxing kangaroo flag, money.)</i> <i>Are they important to us? Why?</i> <p>Display examples of the use of animal symbols in Japanese culture, either pictures or items. Students describe the colours, patterns and designs. Invite suggestions as to why symbols are used on everyday items.</p> <p>(Discuss pages 5, 6 and 7 of <i>Images</i>.)</p> <p>Explain that Japanese people wear clothing like we do. One of the traditional costumes worn by Japanese people is the kimono. Discussion points: <i>Who wears a kimono?</i> <i>Is a man's kimono decorated like a woman's?</i> <i>Would a kimono be expensive to buy?</i> <i>Where would a kimono be worn?</i></p> <p>Show OHT 4 (page 23). (Students may label the clothing on worksheet 4.)</p> <p>Distribute student worksheet 4 (page 25). Students create patterns using a selection of symbols from nature, e.g. a red sun, cherry blossoms, a crane to decorate kimonos. Invite students to present their work to the class, explaining their choice of colour and symbols.</p> <p>Extension activities:</p> <ul style="list-style-type: none"> Make a kimono from chart paper. Students decorate and display. Write a report on a Japanese animal. Research family crests and their use. Create a collage of people in their national costumes and label them. 	<p>CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <ul style="list-style-type: none"> <i>identifies some symbols used by family, school and community groups</i> <i>recognises the importance of nature to Japanese cultural identity</i> <i>identifies and describes traditional Japanese costumes and the symbols used to decorate them</i> <i>identifies some cultural and spiritual and/or religious aspects of Japan.</i> <p>CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> <i>communicates an understanding of how Japanese families express their cultures through customs, practices, symbols and traditions</i> <i>designs patterns using symbols which have specific cultural meanings in Japan</i> <i>identifies cultural and family events where a traditional kimono would be worn.</i>



Symbols from nature

Name:



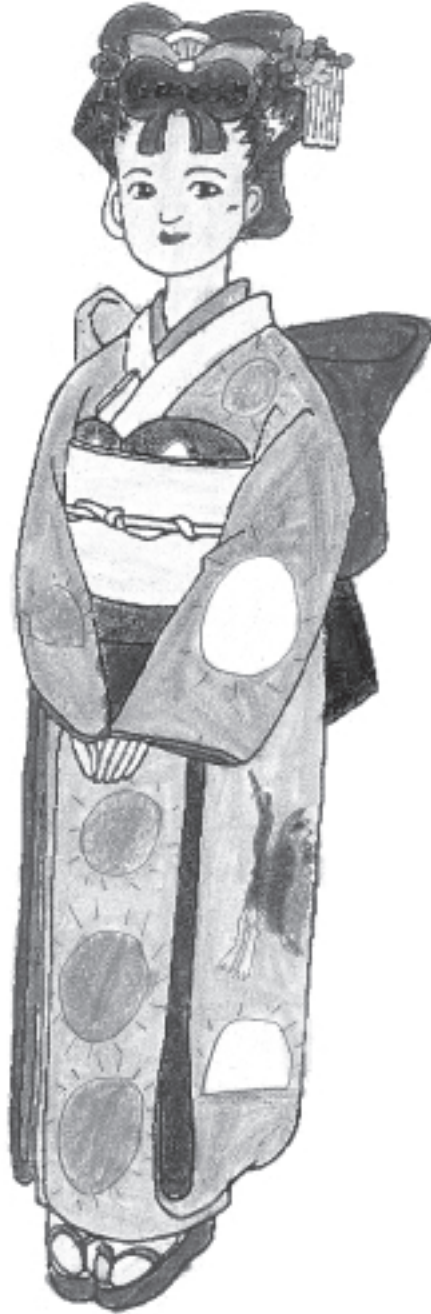
A kimono is a traditional Japanese costume.

Some kimonos have patterns using symbols from nature.

Use symbols for the cherry blossom, the rising sun and the crane to decorate the kimonos.



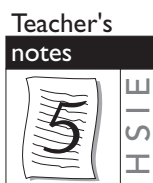
Symbols from nature



CUS 1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

- identifies and describes traditional Japanese costumes and the symbols used to decorate them
- designs patterns using symbols which have specific cultural meaning



Topic 5: Festivals

Teacher's notes and background information

Festivals

(Matsuri)

In Japan, many festivals reflect ancient religious beliefs and depict the people's traditional customs, lifestyles and view of nature. They are the community's link with the land and its history.

It is said that Japan has more festivals than any other country in the world. There is a festival somewhere in Japan every month of the year.

Water and fire are often used as they are seen to have purifying properties. Dances and theatre are performed. On festival evenings, fireworks are often lit.

Japan was originally a country of farmers and each small farming area had its own festivals to celebrate a good harvest, the wonder of nature and gratitude for prayers that may have been answered. Festivals are closely related to farming and because of this they are divided into two groups – spring or autumn celebrations and winter or summer festivals.

The purpose of some festivals is to invite the deities to come and pray with them. The deities are found in nature. These festivals consist of three parts:

1. Kami mukae, a ceremony to welcome the gods
2. Shinko, the main event of the festival
3. Kami-okuri, a ceremony to send the gods back

The Cherry Blossom Festival is celebrated in spring, i.e. in April. May is a very special time of year in Japan. Children's Day, Green Day and Constitution Day are celebrated in Golden Week, from April 29 until May 5.

Children's Day

(kodomo no hi)

Children's Day is celebrated on May 5. It used to be called *tango no sekku* and was a boys' festival. In more modern times it has become a national holiday for all children.

Families erect a long pole or bamboo stick outside their homes. On these, banners and kites in the shape of carp (*koi*) are hung.

The flying carp streamers are placed in the following order:

1. Large carp to represent the father
2. Medium carp to represent the mother
3. Small carp to represent the boys.

Originally, the carp was chosen as a symbol for boys because of its courage and strength. Carp can swim up waterfalls. The iris is another symbol used for this festival. It grows straight and tall and is a symbol of good health.

For Children's Day, parents buy their children warrior figures (samurai dolls) and decorative helmets (*kabuto*). These are often displayed on a stand. Irises and rice cakes wrapped in oak leaves are bought. Prayers are often said in the hope of a successful life.

Origami helmets are sometimes made and decorated with iris leaves.

Some families have a bath with iris leaves in it. Many public bathhouses put iris leaves in their baths and admit children free. Traditionally, iris leaves were thought to have medicinal properties. It was also considered that they could banish evil.

The girls' festival is called "Hinamatsuri" (Doll Festival). It is held on March 3rd. Girls often set up a stand of traditional "hina" dolls which may have been passed down through generations. The girls wear kimonos and eat special treats. It is not a public holiday.

Student

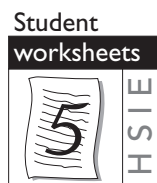
activities

5

HSIE

Festivals

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> Display images of celebrations and festivals in Australia. Sing a song that relates to a celebration, e.g. <i>Happy birthday to you</i> in English or another language. Discuss and list events or occasions celebrated by students, including Mother's Day and Father's Day. Discussion points: <i>Does everyone in the community celebrate the same events or occasions?</i> <i>Why or why not?</i> <i>What symbols are used in the celebrations that we have? (e.g. Santa)</i> <i>Are special clothes worn at these events?</i> <p>Explain that Japan has a festival nearly every month to celebrate special events. Display images of Japanese festivals. Study pages 8 and 9 in <i>Images</i>. Invite students to name the festival the children are celebrating. Request suggestions as to why there should be a festival set aside to celebrate children and what symbols should be used to represent children. Prompt student responses with images from pages 8 and 9 (<i>Images</i>). Use word cards to explain the use of the symbols (e.g. happiness, strength).</p> <ul style="list-style-type: none"> Display a variety of kites. Present an example of the carp kite. Explain the order in which the kites are displayed in Japan. Distribute procedure stencil (student worksheet 5, page 30) and materials. Review the stages in construction, pointing out the sequence of numbers. Demonstrate the steps in the procedure. Exhibit completed items. Students' comments can be displayed on coloured paper in the shape of a carp. <p>Extension activities:</p> <ul style="list-style-type: none"> Make a diamond-shaped kite and decorate it with symbols from nature. Use computer technology to research other Japanese Festivals e.g. Doll Festival, New Year, Cherry Blossom Festival. Research kite festivals from around the world. 	<p>CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and families in their school and community.</p> <ul style="list-style-type: none"> <i>recognises the importance of kites and other symbols to Children's Day celebrations</i> <i>identifies events and activities that are shared by people in Japan</i> <i>gives information about own family background, including traditions, practices, customs and celebrations</i> <i>explains ways family members learn from each other about customs and traditions, e.g. through festivals and celebrations</i> <i>participates in activities that involve the communication of cultural symbols, practices and customs, e.g. artworks.</i> <p>CCS1.1 Communicates the significance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</p> <ul style="list-style-type: none"> <i>explains why a personal, family or community event is significant</i> <i>participates in activities concerning family global events</i> <i>talks about the lives of people from different cultural backgrounds</i> <i>identifies the origins of important days and events celebrated by families in Japan, e.g. Children's Day.</i>



How to make a carp kite!

How to make a koinobori

You will need:

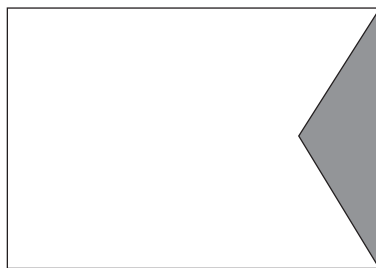
- Scissors
- A3 paper
- Glue or stapler
- String
- Textas
- Coloured paper
- Sticky tape
- Long pole

Follow the easy steps

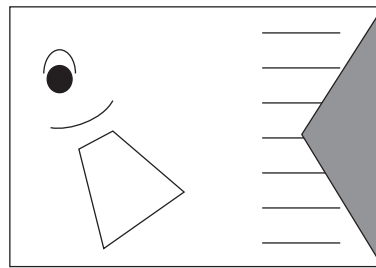
1. Paste 2 sheets of A3 paper together (top and bottom).



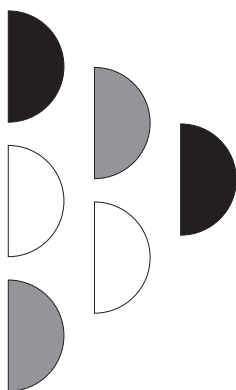
2. Cut the tail shape on the short edge of the paper.



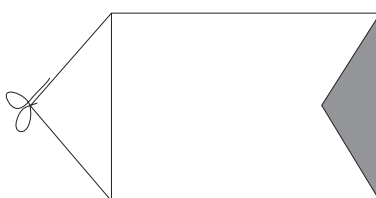
3. Draw the eye, fin and tail with a thick black texta. Don't forget the other side!!



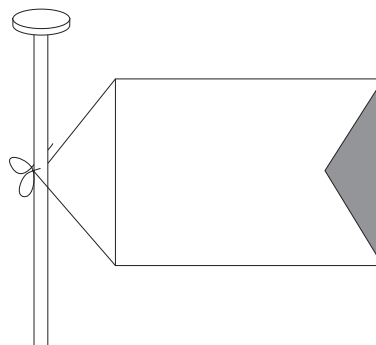
4. Using the COLOURED paper, cut out the carp's scales. Glue them in an interesting pattern.



5. Attach strings to the front of the carp, using staples or sticky tape.



6. Tie the koinobori to a long pole to show off your work.





How to make a carp kite!



CCS 1.1

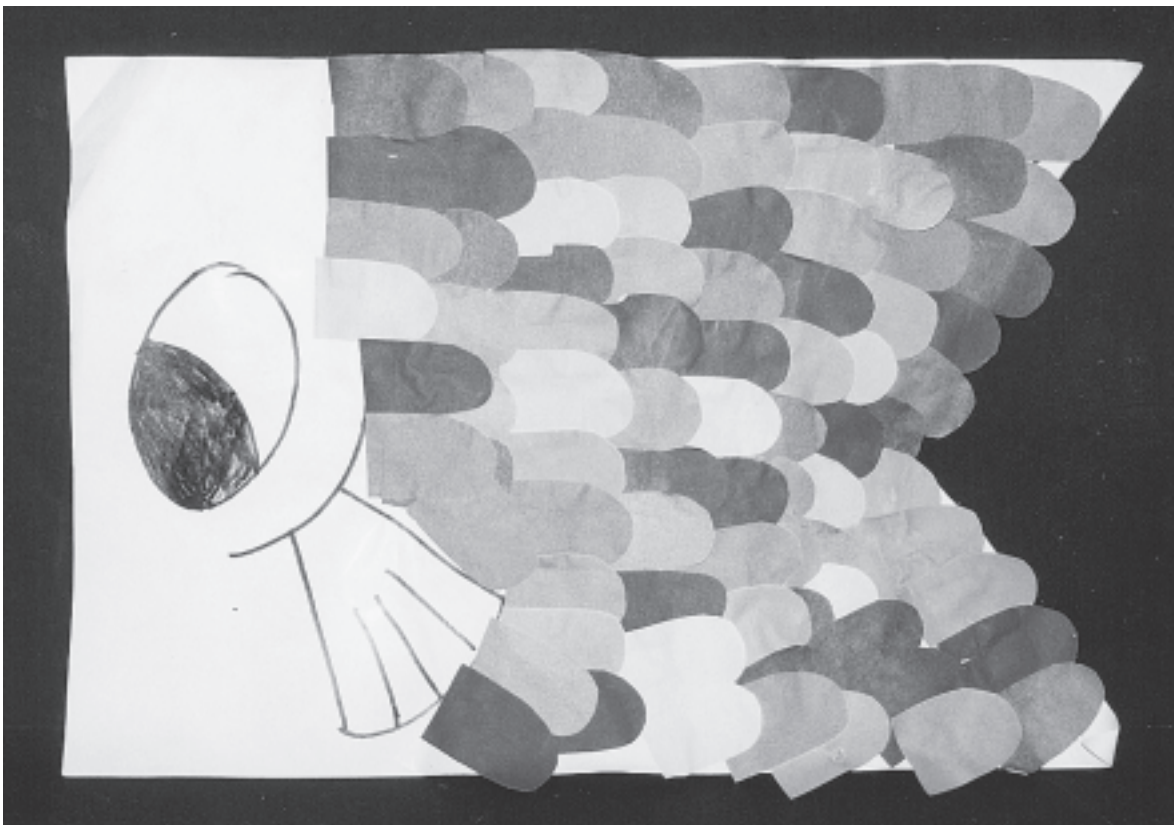
Communicates the significance of past and present people, days and events in their life, in the lives of family and community members and in other communities.

- *participates in activities that involve the communication of cultural symbols, e.g. artworks*

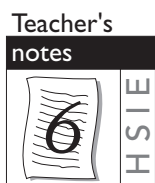
CUS 1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

- *participates in activities concerning family global events*



Where the sun rises...



Topic 6: Food

Teacher's notes and background information

Rice growing

Rice was first introduced to Japan from China around 200 BC. From ancient times to the mid-19th century, rice was used as currency for paying taxes and wages.

More than 40 % of cultivated land in Japan is devoted to rice production. It is a unique cereal crop in that it is grown standing in water. Approximately one-third of people in the world consider rice their staple food. Rice is also used to make sake (a type of wine).

Although the average farm is quite small, farmers in Japan manage to grow two rice crops a year because of the extremely good growing conditions of the land. Rice takes 150-200 days to mature in warm and wet conditions. During the growing period, it needs to be flooded. This restricts the growing of swamp rice to level land and terraces. Each seed head contains about 100 grains of rice. Newer varieties can have 200 grains!

The following is a basic guide to the growing of rice.

1. Rice seeds are planted in dry ground or seedling trays.
2. Whilst seeds are sprouting, farmers prepare the fields (paddies) for later. Low mud walls are built around the paddies to hold the water. The paddies are flooded from the river nearby. Farmers use the walls to walk from field to field.
3. The small plants that have grown in the dry field or seedling trays are planted in the wet paddies.
4. The rice is ready when it turns golden yellow. The paddies are drained of water and the rice is harvested (cut down). Some farmers use machinery to separate the grains from the stalk.
5. The grain is taken to factories, where the hull is taken off.
6. Rice is put into packets and taken to stores.

The work was once done by hand but machines are now used to do most of the labour. The machines are quite small because the average farm is quite modest. Each farming area has its own special way of harvesting the rice.

Traditionally, Japanese people have eaten very little meat. They have used what is available in the environment. Rice, seaweed, seafood and vegetables have been the staples of the national diet. The eating of meat was considered taboo under Buddhism and the soya bean was substituted as a source of protein. Since World War II, the eating of meat and dairy foods has become much more widespread.

Bean curd is a traditional food as well. Tofu is bean curd made from soya beans. There are a great number of tofu products available in supermarkets. They are kept in the dairy section.

Noodles are a very popular fast food item in Japan. Noodles are eaten for special festivals. “Soba” noodles are eaten to celebrate the New Year. Most noodles are made from wheat products.

Modern Japan has fast food outlets like McDonalds and Kentucky Fried Chicken. In the big cities there are Chinese restaurants, Italian restaurants and every other type of restaurant you can think of. Japanese people do not just eat fish, rice and sushi!

Bread is used as a substitute for rice. Some schools have started a trend back to rice for lunch.

A variety of dishes are served in different areas of Japan. When travelling on the Bullet Train, many foods can be tried by buying bento boxes (lunch boxes) at the kiosks. As the train travels long distances, the type and variety of the food reflect the area the traveller is in.

Special foods are prepared to celebrate festivals that occur throughout the year. Some Japanese people mark the change in seasons with special foods as well.

Food

Teaching and learning activities

- Display pictures of rice production and various samples of packaged rice products in bowls and packets. Include cooked rice and chopsticks.
Invite students to feel the rice and try to use chopsticks to pick up rice.
Discuss the texture and appearance of the various rice products.
Possible discussion points:
Who has eaten rice?
Where have you eaten rice?
What have you had with the rice, if you have eaten it before?
What utensils do Japanese people use to eat with?
Where do you think rice comes from?
Is it a natural food?
Where does it fit in the food groups? (Display poster of food groups.)
Point out that rice is one of the many foods that Japanese people eat (pages 10, 11 and 15 of *Images*).
Discuss similar foods that we eat.

Using *Images* pages 12 to 14, and word cards of rice production, teacher guides students to sequence the steps of rice growing. (Students may complete student worksheet 6a, page 35).

Display.

OR

Teacher demonstrates how boiled rice is cooked.
Students sample the rice.
Discuss taste, texture and appearance.

Display pictures of traditional Japanese foods.
e.g. Identify various foods: prawns, fish, rice.
Relate to the poster on food groups.
Distribute student worksheet 6b (page 36).
Students pattern a rice bowl using symbols from nature.
Glue rice grains to the top of the bowl using PVC glue.
Add chopsticks to the picture.
Display. Students' comments about rice could be added to the display.

Extension activities:

- Create a collage of magazine pictures showing rice recipes.
Design a new package for rice using symbols from nature.

Outcomes and indicators

CUS1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

- *uses artwork to depict symbols and traditions of Japan*
- *communicates an understanding of how people express their culture in everyday life*
- *identifies customs, practices and traditions of families in Japan*
- *participates in activities that involve the communication of cultural symbols, practices and customs.*

ENS1.6

Demonstrates an understanding of the relationship between environments and people.

- *identifies activities that are shared by people in another country, e.g. Japan*
- *sequences and records the stages in rice production*
- *identifies cultural practices as being related to the environment.*



How to grow rice

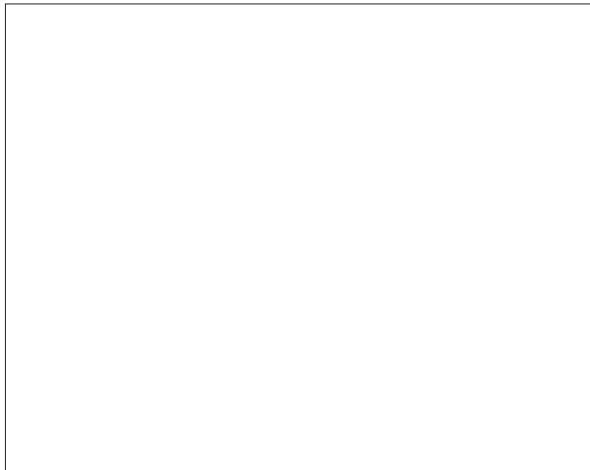
Name:



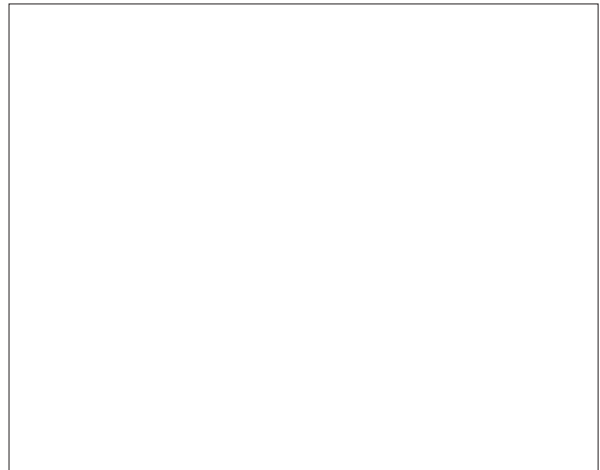
1. Plant rice seeds



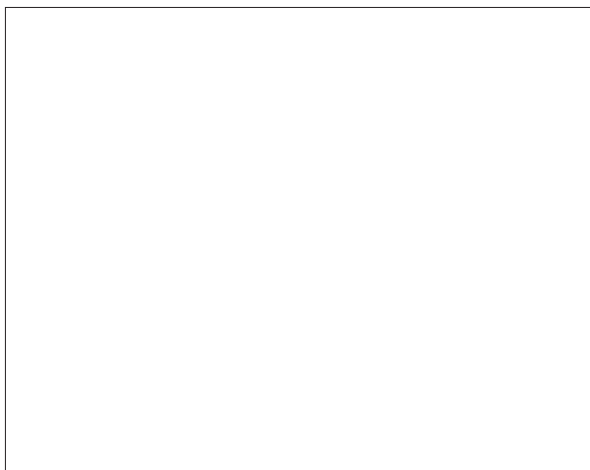
2. Prepare the paddies and flood them



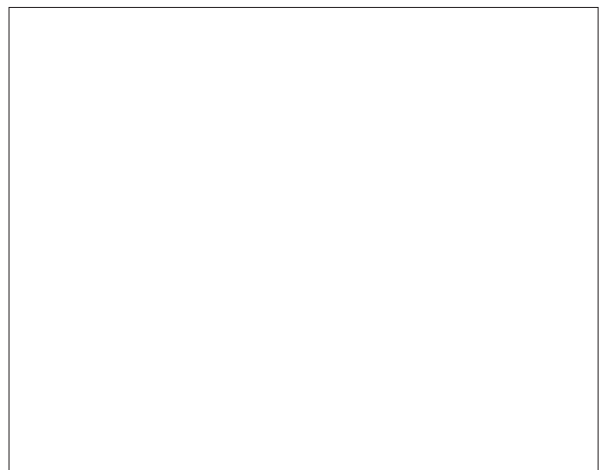
3. Take the small plants to the wet paddies



4. Harvest the rice when it is ripe



5. Take rice to factory



6. Package rice and ship it to stores

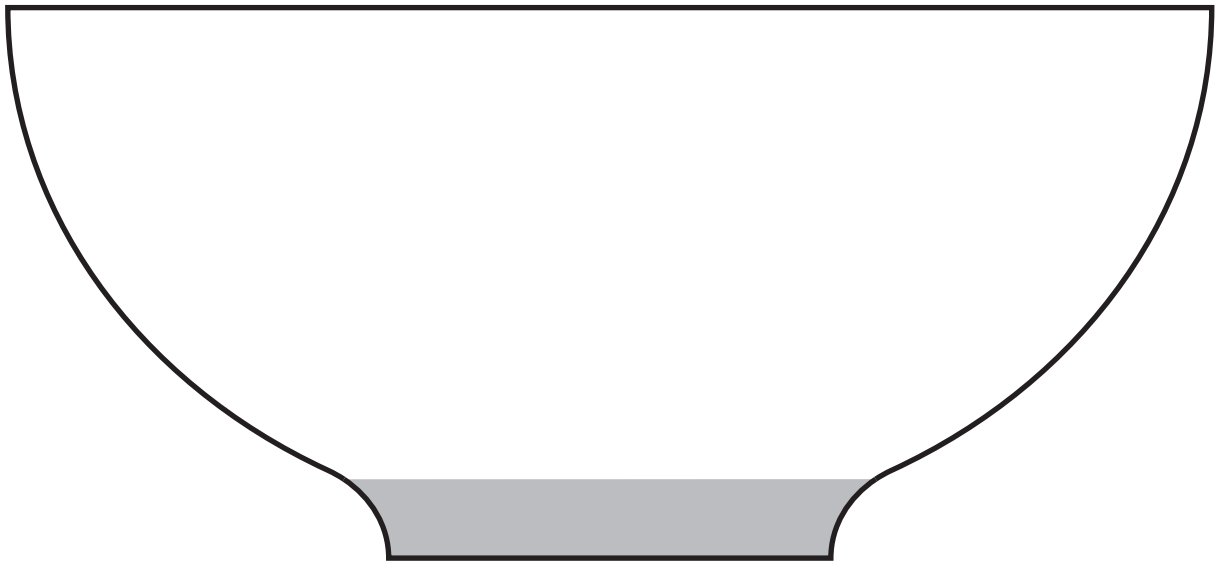
Where the sun rises...

Student
activities

6b

HSIE

Rice

Name: 

Decorate the rice bowl using symbols from nature.

Glue rice to the top of the bowl.

Draw some chopsticks beside the bowl.

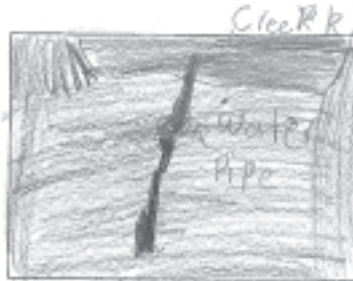


How to grow rice

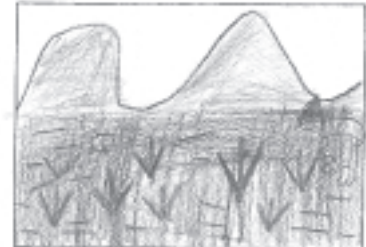
Name: Andrew



1. Plant rice seeds



2. Prepare the paddies and flood them



3. Take the small plants to the wet paddies



4. Harvest the rice when it is ripe



5. Take rice to factory



6. Package rice and ship it to stores

ENS1.6

Demonstrates an understanding of the relationship between environments and people.

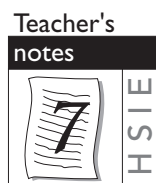
- records the sequence of rice production
- identifies cultural practices as being related to the environment.



CUS1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

- uses artwork to depict the symbols and traditions of Japan
- communicates an understanding of how people express their culture in everyday life.



Topic 7: Mount Fuji

Teacher's notes and background information

Mount Fuji

(Fuji-san)

Mount Fuji is one of the best-known symbols of Japan. It is one of the two most perfectly formed volcanoes in the world. The last recorded eruption of Fuji lasted from November 24, 1707 until January 22, 1708. It is 3776 metres above sea level and located on Honshu Island, near Tokyo. On its slopes, it has a number of shrines and temples. A weather station is positioned on the summit. Certain religious groups regard the mountain as a sacred place. Thousands of people every year trek the slopes of Mount Fuji. It takes nine hours to reach the summit.

Mount Kosciuszko

Mount Kosciuszko is Australia's highest mountain. It is located in New South Wales and is well known for its snowfields in winter. The melting snow feeds the Murray River to the west and the Snowy River to the east. Mount Kosciuszko was discovered by P.E. de Strzelecki in 1840. Charlotte Adams was the first white woman to reach the summit in 1881. Charlotte Pass was named after her. Mount Kosciuszko is a year-round tourist venue, with skiing in winter and walking and fishing in summer. A post-box was opened on its summit in 1963.

Mount Kosciuszko is 2,228 metres above sea level.



Mount Fuji

- 3776 metres high
- It is a dormant (“sleeping”) volcano
- It last erupted in 1707
- It could erupt again
- Takes 9 hours to climb
- Sacred to some people
- Tallest mountain in Japan
- Used as a symbol on many things
- Has snow and ice on the top (summit)
- Thousands of people visit it every year

Student

activities

7

HSIE

Mount Fuji

Teaching and learning activities

- Select six students and ask them to line up, from the smallest to the tallest.
Measure students with a tape measure and record their heights in a table.
Discuss the heights with students.

Revisit the map of Australia.
Locate and describe the Great Dividing Range.
Ask students to locate the highest mountain.
Tell students Mount Kosciuszko is 2228 metres high.
Relate height to the tallest student's height.

Revisit map of Japan (page 2, *Images*).
In the mapping activity completed previously, students have labelled Mount Fuji (student worksheet 2, page 16).
Invite students to locate mountains on the map.
Tell students Mount Fuji is 3776 metres high.
Compare the heights of both mountains.
Look at the pictures on pages 16 and 17 of *Images*.
Invite discussion.

Show OHT 7 (page 39).
Discuss.

Explain that Mount Fuji is a symbol used on everyday items by Japanese people. Students are to create a symbol of Mount Fuji.

Distribute materials (listed in "You will need" on page 6).
Teacher demonstrates construction of Mount Fuji image.
Students construct a symbol of Mount Fuji.
Display with comments on Mount Fuji and Mount Kosciuszko.
- Extension activities:**
- Research how Mount Kosciuszko was named.
 - Create a 3D model of Mount Fuji with playdough.
 - Use computer technology to visit "live" volcano sites around the world.

Outcomes and indicators

CUS1.4

Describes the cultural, linguistic and religious practices of their family, their community and other communities.

- recognises the importance of symbols to the cultural identity of Japan*
- participates in activities that involve the communication of cultural symbols, e.g. artworks*
- constructs a symbol of Mount Fuji to reflect Japanese beliefs in nature*
- communicates an understanding of how people express their cultures with the use of symbols.*

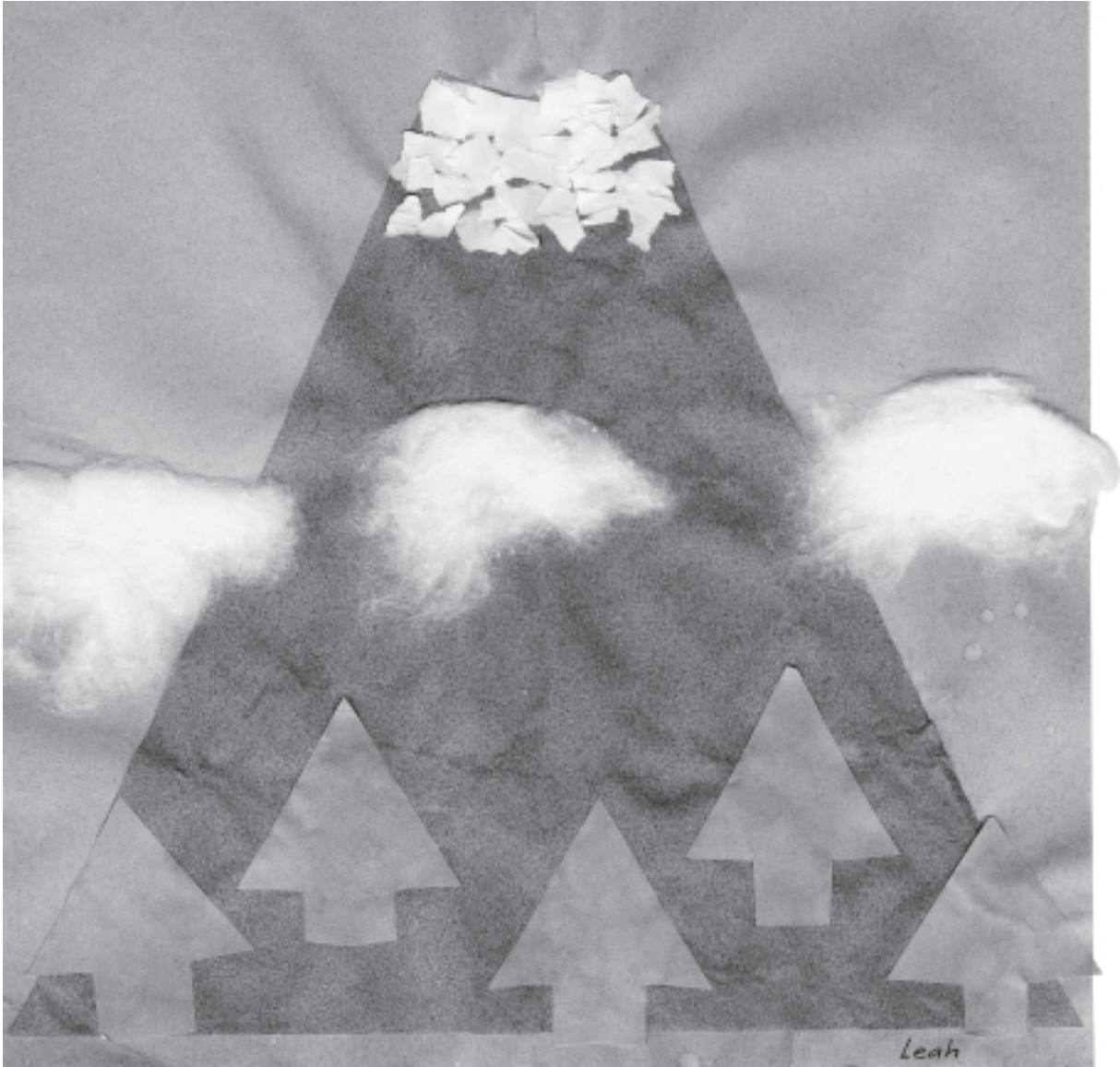
ENS1.5

Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

- uses maps to investigate geographical features of Australia and Japan*
- uses geographical terms to describe location and features, e.g. north, mountain, city, island*
- identifies similarities and differences between natural features of Australia and Japan*
- identifies cultural symbols as a reflection of important geographical features.*



Mount Fuji

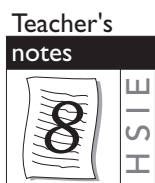


ENS1.5

Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

- *identifies cultural symbols as a reflection of important geographical features*

Where the sun rises...



Topic 8: Transport

Teacher's notes and background information

Railways

The major railways in Japan were nationalised in 1907. In 1987 they were transferred to the private sector. Seven private companies now own the national rail network.

Because land is scarce, some railway lines pass through the sides of buildings.

Most people in Japan commute by train. Some people commute by bus and fewer still go to work by car.

During peak hour urban trains are often jammed to capacity, and at some stations people are hired to push passengers onto trains. Not many people go to work by private car because it is much more efficient to travel by train. Trains run frequently and are never late.

Apart from conventional trains and diesel railroads, Japan has a number of super-fast trains called Bullet Trains (*Shinkansen*). These trains travel between Tokyo and the major regional cities, including Fukuoka on the island of Kyushu and Morioka in northern Honshu.

Bullet Trains run every five minutes between Tokyo and Osaka. It takes two and a half hours to complete this 515-kilometre journey. The Bullet Train is one of the fastest trains in the world. It travels at speeds of up to 300 kilometres per hour. Bullet Trains carry more than 160 million passengers a year.

The Japanese are building an even faster train called the *Chichi*. It will travel at up to 500 kilometres per hour. It will make the journey from Tokyo to Osaka in just one hour.

Motor vehicles

Approximately two-thirds of all Japanese households own a car. Before a car can be registered in Tokyo, the owner must show proof that he or she has an off-street parking place. Fuel costs are high, so Japanese cars tend to be small and fuel-efficient.

There are over 60 million registered motor vehicles in Japan. This figure includes private and commercial vehicles, but excludes motor bikes, taxis and trailers.

Traffic jams are common. In fact, traffic jams can extend for up to 48 kilometres. Exhaust emissions and air pollution cause problems in the major urban areas. In Tokyo it is not uncommon to see pedestrians and police on traffic duty wearing masks as a safeguard against the effects of air pollution.

Ships

Shipping is very important to a country like Japan.

Japan has so many islands to service. Ferries operate between the four main islands.

Japan is not a resource-rich country. It must import most raw materials to support its industries. The country relies heavily on the export of goods and services.

Japan lost most of its fleet in World War 2. At present, there are approximately 10 100 vessels in the merchant fleet of Japan. It is one of the world's leaders in terms of the size of its fleet.

Because seafood forms an important part of the Japanese diet, its fishing fleet is huge.

Most people in Japan live within one hour of the sea.

Before the railways were introduced (100 years ago), the best way to travel was by boat.

Planes

Japan Airlines was established in 1951. It provides services to many countries, including Australia, Europe, countries in the Middle East, USA, Canada, Mexico and the countries in Southeast Asia.

All Nippon Airways began as a domestic service but it has expanded its international operations in recent times.

There are more than sixty airports in Japan. Narita Airport is the international airport in Tokyo. Kansai International Airport is the world's first offshore international airport. It is built on reclaimed land in Osaka Bay. It opened in 1994.

Japan is the only country in the world that uses jumbo jets for domestic travel. This is because there are so many people who wish to travel by air. If a person wanted to travel from Hokkaido to Kyushu it would take three hours by plane or six hours by boat.

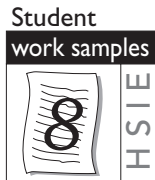
Up-to-date statistics can be found on the official Internet site:

<http://jin.jcic.or.jp/stat/>

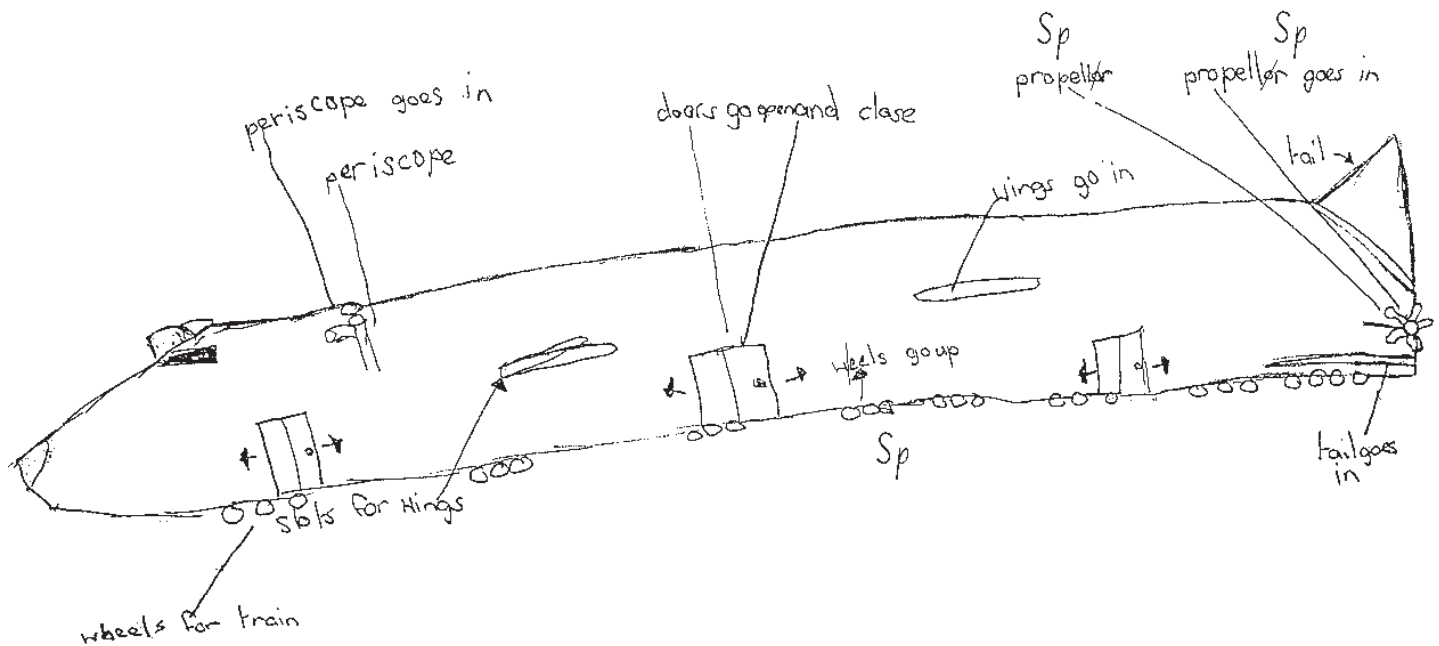


Transport

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Use a tally to record the methods of transport students use to travel. Display train, bus and ferry timetables. Discuss how Australians travel around the country. • Revisit the map of Japan. Some suggested discussion points: <i>How would you travel in Japan? (Remember it has lots of hills and mountains.)</i> <i>Do you think there are more cars in Australia or in Japan? Why?</i> <i>What would you do if you had to travel from one island to another?</i> <i>Why would boats and ships be important in Japan?</i> Refer to pages 18 to 21 in <i>Images</i> and to available resources. Invite discussion of the images. For example: <i>Discuss shape, length, fuel, colours.</i> <i>Look at the number of people who travel on trains (see Images page 18).</i> <i>Examine the use of land, air and sea to decide the fastest way to travel.</i> Students give reasons for their answers. Students design a form of transport that could be used to travel long distances very quickly. It could use natural energy, e.g. wind, solar power. Remind students to label the invention. In groups, students discuss and share inventions. Each group report the most interesting ideas from their group. Display and add statements about each invention. <p>Extension activities:</p> <ul style="list-style-type: none"> • Use computer technology to research travel statistics in Australia and Japan. Display results in tabulated form. • Groups research the longest bridge, train or road in Japan, the world or Australia. • Research unusual forms of transport from other countries. 	<p>SSS1.7</p> <p>Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.</p> <ul style="list-style-type: none"> • <i>identifies a variety of transport services that fulfil the needs and wants of a community</i> • <i>examines the use of transport in own community and another community</i> • <i>discusses the ways people have used technology to overcome environmental issues in Japan, e.g. tunnels, bridges, Bullet Train</i> • <i>designs a mode of transport that satisfies the needs and wants of a community</i> • <i>makes inferences about the methods and designs of transport in Japan.</i> <p>CUS1.3</p> <p>Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <ul style="list-style-type: none"> • <i>records and discusses the travelling practices of the class</i> • <i>compares the modes of transport in Australia and Japan.</i>



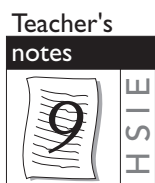
Transport



SSS1.7

Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.

- *design a mode of transport that satisfies the needs and wants of a community*



Topic 9: School in Japan

Teacher's notes and background information

The first school in Japan opened in the 6th century.

Japanese parents believe the key to better job prospects is a good education. Parents want the best school for their children. Some schools set exams for students before they are allowed to enrol. If the student does poorly, they are refused entry.

School textbooks are approved by the Ministry of Education. The Ministry also sets the curriculum.

Three terms make up the school year:

Term 1 – April to mid-July

Term 2 – September to December

Term 3 – January to March.

Schools in Japan are not as strict as they used to be.

Uniforms are generally not worn by infants and primary school children.

At the beginning of the school term, each child is allotted a desk. The teacher does this by asking each child to draw the number of a desk out of a container. The child must sit at this desk each day during the school term.

Desks are generally arranged in rows and the teacher is out the front. Each girl must sit next to a boy.

When the teacher enters the classroom at the beginning of the day, one student will let the class know that the teacher is about to enter the room. The children stand up straight behind their chairs as the teacher enters the room. The children will then, in unison, bow to the teacher. The teacher reciprocates with a bow.

In primary schools, lunch is usually provided by the school. Children are generally not allowed to bring their own lunch, lollies or drinks to school. They are encouraged to eat and drink what the school provides.

The children eat lunch in their classroom with their teacher. Sometimes desks are moved into groups for lunch. In some schools, children sit on special mats to eat their lunch.

Students take turns being a lunch monitor. Monitors are sent to get the food and serve it to the students. They are also responsible for cleaning up after lunch. The monitors wear masks and hats for health reasons.

Lunch normally consists of bread, rice, milk and one other dish. There has been a movement away from serving rice, but some schools are trying to reverse this trend.

At the end of each school day, the children again stand up straight behind their chairs and bow to the teacher, who again returns the bow.

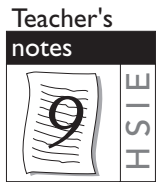
Before the children go home from school they clean the school by picking up papers, sweeping, dusting, scrubbing the floors and cleaning the grounds. The students may not enjoy this activity but they are made responsible for their school environment.

Many children go to “cram” school (*juku*) after school and then spend a few hours on homework.

Club activities (such as craft, soccer or music) are available from Year 4 upwards. These clubs meet one or two afternoons a week, from about 4pm to 6pm.

Students learn three Japanese scripts. They also learn calligraphy. Although students learn to read English, many do not learn to speak it.

A tick on schoolwork means it is incorrect. A circle means it is correct.



Scissors, paper, rock.

(Jan-ken-pon)

Japanese children often use this game to decide who will go first.

How to play

1. Players stand in a circle with their hand in a fist.
2. All players shake fists in time, calling “jan-ken-pon”
3. Upon calling “pon” each person shows “rock, paper or scissors” with his or her hand.
4. The rules are:
 - Rock wins over scissors
(Rock hits scissors)
 - Scissors win over paper
(Scissors cut paper)
 - Paper wins over rock
(Paper wraps rock)



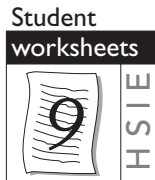
Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:50	← HOME ROOM →					
9:00	Home making	Reading	Music	Japanese	Reading	Japanese
9:45		Arithmetic	Japanese	Science	Japanese	Music
9:50						
10:35	← BREAK AND EXERCISE →					
10:55	Arithmetic	Japanese	Social studies	Drawing and handicrafts	Arithmetic	Arithmetic
11:40	Moral and ethical education	Social studies	Arithmetic		Physical education	Cleaning home room Go home
11:45						
12:30	← LUNCH (50 minutes) →					
1:20	Physical education	Music	Physical education	Pupil activities	Science	
2:05		Club activities	Pupil activities	Staff meeting		
2:10						
2:55	← CLEANING →					
3:15	← HOME ROOM →					
3:20	← GO HOME OR CLUB ACTIVITIES FOR ONE HOUR →					

Where the sun rises...

School in Japan

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> Play a game of “Scissors, paper, rock” (see page 48). Tell students that this is a game that Japanese children like to play. Discuss favourite playground games that students play and the rules of those games. Role-play the class taking off shoes, walking into the classroom and greeting the teacher. Invite students to role-play other cultures greeting the teacher. In small groups, students discuss page 15 and pages 22 to 25 in <i>Images</i>. Supply groups with any additional resources. Class discuss findings of the groups. Show OHT 9 (page 49). Refer to the applicable day of the week. Explain to students that, in Japan, this is what would be done at school on this day. “Exercises at 8.30, then ...” Outline the corresponding day in the class timetable. Discuss similarities and differences. Distribute student worksheet 9 (page 51). Display enlarged worksheet. Individual students read each point aloud. Discuss the information. Explain to students that their task is to create a set of school rules. Teacher records responses on the enlarged worksheet. Students complete student worksheet 9 as a class, as a group or individually. Pictures or words may be used. Compare the results with the rules in Japan. As students complete the tasks, groups can play “Scissors, paper, rock”. <p>Extension activities:</p> <ul style="list-style-type: none"> Have a day of being in a Japanese school, including rice for lunch, etc. Research and write a report on “A day in the life of a Japanese child.” 	<p>CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families in their community.</p> <ul style="list-style-type: none"> <i>participates in activities that reflect the culture of Japan, e.g. games</i> <i>gives information about school background.</i> <p>CUS1.4 Describes the cultural, linguistic and religious practices of their family, their school and the community.</p> <ul style="list-style-type: none"> <i>communicates an understanding of school life in Japan</i> <i>identifies some aspects of school life which are similar to all communities.</i> <p>SSS1.8 Identifies roles and responsibilities within families, school and the local community, and determines ways in which they should interact with others.</p> <ul style="list-style-type: none"> <i>provides examples of how school and classroom rules can vary in different countries</i> <i>explains how the roles and responsibilities of class members are different</i> <i>identifies the similarities and differences of own classroom with one in Japan</i> <i>identifies the rules in own classroom and explains why we have rules.</i>



School rules

Name: _____

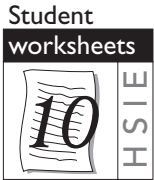
School rules in Japan

1. Remove your outdoors shoes and put on your indoors shoes.
2. Stand behind your chair when the teacher enters the room at the start of the day.
3. Bow to the teacher.
4. Wash your hands before you eat lunch.
5. Take turns to serve lunch and clean up.
6. Eat your lunch in your classroom with your teacher.
7. Stand behind your chair and bow to the teacher at the end of the day.
8. Clean up the classroom before going home.
9. Do not bring any lollies or drink to school.

School rules in _____

Topic 10: Similar and different

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> Exhibit all resources used throughout unit. Teacher takes class on a classroom tour of completed student work, inviting discussion. Divide class into groups. Distribute a piece of chart paper to each group. Ask students to draw or write about one activity or subject they enjoyed the most. Display and invite discussion of the results. <p>Exhibit list of “What we know about Japan”. (This activity was completed in Topic 1.)</p> <p>Request individuals to read the list aloud.</p> <p>Looking at the favourite activities of the class, highlight the ones that are not on the list of “What we know...”</p> <p>Prompt students to identify these as new learning experiences.</p> <p>Revisit list of “What we would like to know about Japan”. Match favourite activities with this list if possible.</p> <p>In groups of 3 or 4, students create a list of similar and different, with each student contributing an idea to each. Prompt with all resources. Remind students they may draw or write their ideas.</p> <p>Groups report and teacher scribes on enlarged worksheet.</p> <p>Distribute student worksheet 10 (page 53). Students record information.</p> <p>Invite comments on “Are we the same or different?”</p> <p>Divide class into teams.</p> <p>Explain that, in Japan, teachers check student learning by having a competition, with points scored for correct answers.</p> <p>Play the game, using the appropriate questions for the class.</p> <p>Extension activities:</p> <ul style="list-style-type: none"> Write a report on Japan. Tape-record students’ thoughts on “Are we the same or different?” Students prepare mind map of Japan. 	<p>CUS1.3</p> <p>Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <ul style="list-style-type: none"> <i>gives information about own family background, including the language/s spoken at home, religion/s, traditions, practices, customs, celebrations and stories</i> <i>explains ways families learn from each other about customs and traditions, e.g. by participating in festivals and celebrations</i> <i>identifies the family life of others in own community and in Japan</i> <i>participates in activities which reflect the culture of Japan, e.g. games.</i> <p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their school and other communities.</p> <ul style="list-style-type: none"> <i>communicates an understanding of how families express their cultures through customs, celebrations, practices, symbols and traditions</i> <i>identifies the national symbols used by Japan and Australia and explains their meaning</i> <i>records information to compare and contrast cultural practices of Australia and Japan.</i> <p>SSS1.8</p> <p>Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.</p> <ul style="list-style-type: none"> <i>provides examples of how school rules can vary in different countries</i> <i>explains how the roles and responsibilities of class members are different</i> <i>identifies the similarities and differences in own school and in schools in Japan.</i>



Similar and different

Name:

Complete the table using words or pictures.

List of what we learnt about Japan	Similar	Different
<ul style="list-style-type: none">Japan is made up of many islands	<ul style="list-style-type: none">Australia is an island	<ul style="list-style-type: none">Japan has four main islands, Australia has one.

Where the sun rises...

Resources

Literature for students

Charles, V.M. (1992).

The crane girl.

Oxford University Press

Coerr, E. (1997).

Sadako and the thousand paper cranes.

Hodder Headline Aust. Pty Ltd.

Fisher, T (1999).

We come from Japan.

Wayland Publishers Limited

Guthridge, B (1999).

Travelling solo to Japan.

Omnibus Books

Hamanaka, S. (1995).

Peace crane.

William Morrow and Company, Inc.

Kasamatsu, S. and McCarthy, R.F. (1993).

Urashima and the kingdom beneath the sea.

Kodansha International Limited.

Kroll, V. (1993).

A carp for Kimiko.

Charlesbridge Publishing.

Lock, K. (1998).

The lost fishhook.

Macmillan Education Aust. Pty Ltd

Natalie and Joel (1996).

Sandwiches and sushi.

Macmillan Education Australia Pty Ltd

Pirotta, S. and Mistry, N (1997).

Turtle Bay.

Francis Lincoln.

Quakerbush, H.C. (1993)

The grateful crane / Runaway rice ball.

Kodansha International Limited

Say, A. (1997).

Under the cherry blossom tree.

Houghton Mifflin Company.

Scott, M. (1990).

Little Ho and the golden kite.

Allen and Unwin.

Yoko Imoto (1996).

Best loved children's songs of Japan.

Heian International, Inc.

Web sites

This list will get teachers started.

Current information can be found on various web sites.

Australian Flag

<http://www.pm.gov.au/whereas/flag.htm>

Carp

<http://members.aa.net/~koi>

Carp

<http://www.koi-unlimited.com>

Cherry blossom

<http://japanese.tqn.com/library/weekly/>

Children's daily life

<http://www.tjf.or.jp/A Day with Kentaro>

*** Kids Web**

<http://jin.jcic.or.jp/kidsweb/>

*** Noh Theatre**

http://ijnet.or.jp/NOH_Mask

Origami

<http://www.sadako.org/fr-fldcrn>

Religion

<http://web.kyoto-inet.or.jp/org>

References for teachers

A view of Japan

Available from the Consulate-General of Japan

Baines, J. (1997)

Country fact files: Japan

Macdonald Young Books

Wayland Publishers Limited.

Bauer, K. and Drew, R. (1994).

Japan: World Neighbours Series

Creative Teaching Press

Chandler, K. (1996).

Japanese culture resources and activities

Thomas Nelson Australia.

Davies, K. (1995).

A first guide to Japan

Zoe Books Limited.

Downer, L. (1996).

Countries of the world: Japan

Wayland Publishers Limited

Haslam, A. and Doran, C. (1995)

Make it work! Japan

Two-Can Publishing Limited

Japan Foundation

Japan Foundation picture packs

Japan Foundation (1990)

The dolls of Japan

Japan Foundation

The Japanese people

Japan Graphics, Inc.

Japan pictorial

Volume 16, number 1, 1993

Volume 19, number 2, 1996

Japan Travel Bureau (1991).

Illustrated festivals of Japan

Japan Travel Bureau Inc.

Kalman, B. (1989).

Japan: the people

Crabtree Publishing Company.

Martin, F. (1997)

Next stop! Japan

Heinemann Library.

Meehan, C. (1997)

Kites, kimonos and karate

Macmillan Education Australia Pty Ltd

Nipponia Discovering Japan

Number 1, 1997

Number 2, 1997

Number 3, 1998

Heibonsha Limited.

Pacific Friend

February 1995: Volume 22, Number 10

July 1998: Volume 26, Number 3

Seidensticker, E. (1990)

The beauty of Japan

Gakken Co., Ltd.

Watanabe, M. and Mackereth, G. (1993).

Daily life in Japan

Heinemann Education.

What I want to know about Japan

Available from the Consulate-General of Japan

Useful contacts

Japanese Gardens and Cultural Centre

PO Box 248

Cowra. NSW 2794

Rice Growers Cooperative Limited

Yanco Avenue

Leeton. NSW 2705

日本